

Missouri Department of Elementary and Secondary Education

Special Education State Profile

As required by the Individuals with Disabilities Education Improvement Act of 2004, the Missouri State Performance Plan (SPP) is a plan that includes targets for student performance indicators and improvement activities designed to enable districts (regular districts, charter schools and state operated programs) and the state to meet those targets. Missouri is also required to publicly report on the performance of each local education agency (LEA) in relation to the targets established in the SPP. The State Performance Plan can be found online at: <http://dese.mo.gov/special-education/state-performance-plan>.

The purpose of this profile is to:

- a. Provide information to the public about the performance of districts on the SPP Indicators
- b. Address other outcomes measures for students receiving special education services.

Page 1 of this profile summarizes whether the State met or did not meet the targets for each performance indicator. The remaining pages provide additional data for the SPP indicators (noted as "SPP #").

Students with disabilities are those students who qualify for special education services and who have an Individualized Education Program (IEP). Data sources are provided for each table included in this profile, however most of the data are reported by the LEAs directly to the Department.

See the link below for the Special Education Profile Review Guide

<http://dese.mo.gov/sites/default/files/districtprofilereviewguide.pdf>

Questions? Please contact Special Education - Data Coordination at 573-751-7848 or speddata@dese.mo.gov.

SPP Targets and District Status					
SPP Indicator			State Data 2014-15		Target 2014-15*
Early Childhood Special Education Data					
ECSE children in regular EC program receiving majority of services in EC (SPP 6A)			27.46%	Not Met	≥ 30.00%
ECSE children in special education separate class, school or residential setting (SPP 6B)			33.20%	Not Met	≤ 31.00%
Percent of children referred by First Steps prior to age 3, who are found eligible for ECSE, and who have an IEP developed and implemented by their third birthdays (SPP 12)			95.49%	Not Met	= 100.00%
Percent of children in ECSE who demonstrated improved: (SPP 7)	Positive social-emotional skills:	Summary Statement 1	94.76%	Met	≥ 92.70%
		Summary Statement 2	45.97%	Met	≥ 45.00%
	Acquisition and use of knowledge and skills:	Summary Statement 1	95.80%	Met	≥ 93.80%
		Summary Statement 2	37.97%	Met	≥ 37.00%
	Use of appropriate behaviors to meet needs:	Summary Statement 1	93.61%	Met	≥ 90.70%
		Summary Statement 2	54.19%	Met	≥ 53.00%
Child Count and Educational Environment Data					
Percent of children with IEPs inside regular class >79% of the day (SPP 5A)			58.42%	Met	≥ 56.00%
Percent of children with IEPs inside regular class less than 40% of the day (SPP 5B)			8.94%	Met	≤ 10.20%
Percent of children with IEPs served in separate settings (SPP 5C)			3.56%	Met	≤ 3.70%
Was district identified as having disproportionally of racial/ethnic groups in special education that is the result of inappropriate identification? (SPP 9/10)			NA		
Assessment Data					
Participation rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, 11) - (SPP 3B)			99.88%	Met	≥ 95.00%
Participation rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10) - (SPP 3B)			99.89%	Met	≥ 95.00%
Proficiency rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, 11) (SPP 3C)			26.49%	Met	≥ 25.00%
Proficiency rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10) (SPP 3C)			17.32%	Not Met	≥ 28.00%
Evaluation Data					
Percent of children with parental consent to evaluate who were evaluated and eligibility determined within 60 days (SPP 11)			97.97%	Not Met	= 100.00%
Parent Survey Data					
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities (SPP 8)			73.57%	Met	≥ 70.00%
Suspension/Expulsion Data					
Was district identified as having significant discrepancies in suspension/expulsion rates? (SPP 4A)			NA		
Was district identified as having a significant discrepancies in suspension/expulsion rates by race/ethnicity (SPP 4B)			NA		
Secondary Transition Data					
Graduation rate for students with disabilities (SPP 1)			76.64%	Met	≥ 72.50%
Dropout rate for students with disabilities (SPP2)			2.71%	Met	≤ 4.80%
Percent of youth age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals (SPP 13)			88.58%	Not Met	= 100.00%
Percent of youth who had IEPs, are no longer in secondary school and who have been: (SPP 14)	enrolled in higer education		31.03%	Met	≥ 24.40%
	enrolled in higher education or competitively employed		59.49%	Met	≥ 46.90%
	total employed / continuing education		64.79%	Met	≥ 51.30%

* Targets for 2013-14 pending finalization of State Performance Plan

Early Childhood Special Education (ECSE) Data**Early Childhood Special Education Child Count and Participation Rates**

The following indicates the number of children who are eligible to receive early childhood special education services.

Total Early Childhood 3-pK5			
	2012-13	2013-14	2014-15
Child Count	11,455	11,446	11,944
Participation Rate	5.81%	5.80%	6.05%

Source: District reported data via MOSIS Student Core (December cycle) and 2010 census data

Participation Rate = Child Count / Census

Early Childhood Special Education Educational Environments (ages 3-pK5) (SPP 6)

The following indicates the educational environment of children receiving early childhood special education services.

Educational Environments		2012-13		2013-14		2014-15	
		#	%	#	%	#	%
<i>In the regular early childhood program:</i>		6,475	56.53%	6,655	58.14%	6,779	56.76%
◆ 10+ hours with majority of sped services in	EC Program*	2,879	25.13%	2,872	25.09%	2,849	23.85%
	Other location	2,420	21.13%	2,644	23.10%	2,815	23.57%
◆ less than 10 hours with the majority of sped services in:	EC Program*	536	4.68%	477	4.17%	431	3.61%
	Other location	640	5.59%	662	5.78%	684	5.73%
Separate Class**		3,471	30.30%	3,440	30.05%	3,787	31.71%
Separate School**		167	1.46%	168	1.47%	179	1.50%
Residential Facility**		0	0.00%	0	0.00%	0	0.00%
Home		115	1.00%	128	1.12%	132	1.11%
Service Provider location		1,227	10.71%	1,055	9.22%	1,067	8.93%
Total Early Childhood		11,455	100.00%	11,446	100.00%	11,944	100.00%
Total attending and receiving majority of services in early childhood program* (SPP 6A)		3,415	29.81%	3,349	29.26%	3,280	27.46%
Total separate placement** (SPP 6B)		3,638	31.76%	3,608	31.52%	3,966	33.20%

Source: District reported data via MOSIS Student Core (December cycle) Percentage = Educational Environment / Total Educational Environment

*Total attending includes children in an early childhood program and receiving the majority of their sped services in the EC program

** Total separate includes children reported in Separate Class, Separate School and Residential Facility.

Transition from First Steps (Part C) (SPP 12)

For children referred from the First Steps program, districts are required to develop and implement an IEP by the third birthday. The following data shows the percent of children referred by First Steps prior to age 3, who were found eligible for ECSE, and who had an IEP developed and implemented by their third birthday

Reporting Year	2010-11	2011-12	2012-13	2013-14	2014-15
Number referred and eligible	186	366	431	518	421
IEPs developed within acceptable timelines	185	351	406	512	402
Percent developed within acceptable timelines	99.46%	95.90%	94.20%	98.84%	95.49%

Note: Data are collected from districts in the year prior to Monitoring review

Early Childhood Outcome Data (SPP 7)

progress, or outcome, made between entering and exiting ECSE for children who exited ECSE during the reporting year.

2014-15 School Year	Outcomes:		Acquiring & Using Knowledge & Skills		Taking Appropriate Action to Meet Needs	
	#	%	#	%	#	%
Percent of children who						
a. did not improve functioning	66	1.32%	75	1.50%	76	1.52%
functioning comparable to same-age peers	151	3.03%	119	2.39%	180	3.61%
c. improved functioning to a level nearer to same-age peers but did not reach	2,477	49.68%	2,899	58.14%	2,028	40.67%
d. improved functioning to reach a level comparable to same-aged peers	1,450	29.08%	1,524	30.57%	1,725	34.60%
e. maintained functioning at a level comparable to same-aged peers	842	16.89%	369	7.40%	977	19.59%
Total	4,986	100.00%	4,986	100.00%	4,986	100.00%
Summary Statements						
1. Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time they exited		94.76%		95.80%		93.61%
2. Percent of children who were functioning within age expectations by the time they exited.		45.97%		37.97%		54.19%

Summary Calculations: 1. $((c+d)/(a+b+c+d))*100$ 2. $((d+e)/(a+b+c+d+e))*100$

Source: MOSIS Student Core (June cycle)

Child Count and Educational Environment Data

Child Count (5k-21) and Parentally-Placed Private School Students (PPPS)

The following table indicates the number and incidence rate of students with disabilities by disability category

Disability Category	Total	PPPS	Incidence Rate 2014-15
Intellectual Disability	9,556	26	1.08%
Emotional Disturbance	6,408	29	0.72%
Speech Impairment	18,393	961	2.07%
Language Impairment	10,021	186	1.13%
Orthopedic Impairment	490	5	0.06%
Visual Impairment	463	4	0.05%
Hearing Impairment	1,129	27	0.13%
Specific Learning Disabilities	30,090	466	3.39%
Other Health Impairment	22,058	376	2.49%
Deaf/Blindness	20	0	0.00%
Multiple Disabilities	1,430	5	0.16%
Autism	9,659	170	1.09%
Traumatic Brain Injury	400	1	0.05%
Young Child w/ Developmental Delay	2,561	47	0.29%
Total	112,678	2,303	12.71%

Source: District reported data via MOSIS Student Core (December cycle). Child Count data is as of December 1
Incidence rate = Total / K-12 district enrollment

School-age Educational Environments (SPP 5)

The following table indicates the amount of time that students with disabilities are included in the general education classroom.

Placement Categories	2012-13		2013-14		2014-15	
	#	%	#	%	#	%
Inside Regular Class >79% (SPP 5A)	66,689	59.39%	66,080	59.01%	65,824	58.42%
Inside Regular Class 40-79%	28,951	25.78%	29,075	25.96%	30,129	26.74%
Inside Regular Class <40% (SPP 5B)	10,467	9.32%	10,194	9.10%	10,072	8.94%
Private Separate (Day) Facility*	735	0.65%	773	0.69%	804	0.71%
Public Separate (Day) Facility*	1,396	1.24%	1,497	1.34%	1,557	1.38%
Homebound/Hospital*	679	0.60%	699	0.62%	681	0.60%
Private Residential Facility*	6	0.01%	4	0.00%	7	0.01%
Correctional Facility	62	0.06%	424	0.38%	337	0.30%
Parentally Placed Private School	2,276	2.03%	2,236	2.00%	2,303	2.04%
State Operated Separate School [^]	1,028	0.92%	1,004	0.90%	964	0.86%
Total School Age	112,289	100.00%	111,986	100.00%	112,678	100.00%
Total of Separate Placements* (SPP 5C)	3,844	3.42%	3,977	3.55%	4,013	3.56%

Source: District reported data via MOSIS Student Core (December cycle)

***Total Separate" includes: Private/Public Separate Facilities; Homebound/Hospital; Private Residential Facilities and State Operated Separate School

[^]This category is only used by Missouri School for the Blind, Missouri School for the Deaf and Missouri Schools for the Severely Disabled

Percent of Students by Race/Ethnicity (SPP 9/10)

The following table indicates the percentage of students by race for total enrollment, special education child count and disability categories

School Year: 2014-15	White %	Black %	Hispanic %	Asian %	Indian %	Pacific%	Multi%	Total %
Total District Enrollment (K-12)	72.82%	16.21%	5.58%	1.90%	0.42%	0.21%	2.86%	100.00%
Total IEP Child Count (3-21)	72.30%	18.75%	4.60%	1.02%	0.52%	0.12%	2.70%	100.00%
Intellectual Disability	63.98%	27.86%	4.52%	1.12%	0.49%	0.12%	1.92%	100.00%
Emotional Disturbance	66.45%	25.87%	2.82%	0.41%	0.56%	0.05%	3.84%	100.00%
Speech/Language Impairment	75.33%	14.58%	5.18%	1.47%	0.45%	0.12%	2.88%	100.00%
Specific Learning Disability	70.65%	20.20%	5.60%	0.44%	0.55%	0.17%	2.40%	100.00%
Other Health Impairment	75.82%	17.20%	3.02%	0.55%	0.61%	0.06%	2.73%	100.00%
Autism	75.02%	15.37%	4.07%	2.21%	0.45%	0.09%	2.80%	100.00%

Source: District reported data via MOSIS Student Core

Student Assessment Data

District Annual Measurable Objective (AMO) for Students with Disabilities (SPP 3A)

Student assessment data is evaluated for AMO purposes for a specific subgroups of students, one of which is students with disabilities. For district AMO status, refer to the Missouri Comprehensive Data System (MCDS) Portal at:
<http://mcds.dese.mo.gov/guidedinquiry/Pages/State-Assessment.aspx>

Missouri Assessment Program (IEP MAP and MAP-Alternate) (SPP 3B and 3C)

The following table indicates statewide assessment results for students with disabilities

Grade	Acct	Rept	Number Top Two	Part Rate (SPP 3B)	Percent Top Two (SPP 3C)	Acct	Rept	Number Top Two	Part Rate (SPP 3B)	Percent Top Two (SPP 3C)
2014-15 - IEP MAP and MAP-A										
	Communication Arts						Mathematics			
3	9,651	9,640	2,995	99.9%	31.1%	9,639	9,630	2,498	99.9%	25.9%
4	9,725	9,717	2,933	99.9%	30.2%	9,722	9,714	2,260	99.9%	23.3%
5	9,684	9,679	2,567	99.9%	26.5%	9,680	9,676	1,509	100.0%	15.6%
6	9,211	9,193	2,077	99.8%	22.6%	9,201	9,188	1,141	99.9%	12.4%
7	8,711	8,693	1,866	99.8%	21.5%	8,689	8,673	938	99.8%	10.8%
8	8,495	8,480	1,635	99.8%	19.3%	8,297	8,276	736	99.7%	8.9%
HS	7,392	7,392	2,560	100.0%	34.6%	7,735	7,735	1,813	100.0%	23.4%
3-5	29,060	29,036	8,495	99.9%	29.3%	29,041	29,020	6,267	99.9%	21.6%
6-8	26,417	26,366	5,578	99.8%	21.2%	26,187	26,137	2,815	99.8%	10.8%
All	62,869	62,794	16,633	99.9%	26.5%	62,963	62,892	10,895	99.9%	17.3%
2013-14 - IEP MAP and MAP-A										
	Communication Arts						Mathematics			
3	9,389	9,376	2,210	99.9%	23.6%	9,387	9,370	2,863	99.8%	30.6%
4	9,641	9,621	2,222	99.8%	23.1%	9,636	9,615	2,385	99.8%	24.8%
5	9,303	9,286	2,347	99.8%	25.3%	9,293	9,267	2,647	99.7%	28.6%
6	8,770	8,740	1,693	99.7%	19.4%	8,770	8,739	2,327	99.6%	26.6%
7	8,582	8,553	1,858	99.7%	21.7%	8,566	8,533	2,246	99.6%	26.3%
8	8,399	8,356	1,462	99.5%	17.5%	8,100	8,059	1,769	99.5%	22.0%
HS	7,247	7,117	2,389	98.2%	33.6%	7,918	7,778	2,007	98.2%	25.8%
3-5	28,333	28,283	6,779	99.8%	24.0%	28,316	28,252	7,895	99.8%	27.9%
6-8	25,751	25,649	5,013	99.6%	19.5%	25,436	25,331	6,342	99.6%	25.0%
All	61,331	61,049	14,181	99.5%	23.2%	61,670	61,361	16,244	99.5%	26.5%
2012-13 - IEP MAP and MAP-A										
	Communication Arts						Mathematics			
3	9,484	9,470	2,648	99.9%	28.0%	9,478	9,464	3,097	99.9%	32.7%
4	9,492	9,467	2,784	99.7%	29.4%	9,487	9,464	2,993	99.8%	31.6%
5	9,216	9,207	2,458	99.9%	26.7%	9,215	9,204	2,697	99.9%	29.3%
6	9,000	8,981	2,031	99.8%	22.6%	9,001	8,980	2,535	99.8%	28.2%
7	8,740	8,723	1,932	99.8%	22.1%	8,733	8,707	2,444	99.7%	28.1%
8	8,374	8,335	1,871	99.5%	22.4%	8,085	8,044	1,676	99.5%	20.8%
HS	7,467	7,301	2,140	97.8%	29.3%	8,127	7,936	2,125	97.6%	26.8%
3-5	28,192	28,144	7,890	99.8%	28.0%	28,180	28,132	8,787	99.8%	31.2%
6-8	26,114	26,039	5,834	99.7%	22.4%	25,819	25,731	6,655	99.7%	25.9%
All	61,773	61,484	15,864	99.5%	25.8%	62,126	61,799	17,567	99.5%	28.4%

Source: MAP Assessment - includes MAP and MAP-A results

Acct = Accountable; Rept = Reportable; Number Top Two = Proficient + Advanced

Participation Rate (Part Rate) = Reportable / Accountable

Proficient or Advanced Percent (Percent Top Two) = (Number of Proficient + Number of Advanced) / Reportable

HS: Beginning in 2009, high school totals include required End of Course exams (English II and Algebra I) and alternate assessments

Evaluation, Parent Involvement and Suspension/Expulsion Data

Initial Evaluation Timelines (SPP 11)

Districts are required to complete initial evaluations and determine eligibility within 60 days from referral to special education. The following table reflects the percent of children who, with parental consent, had eligibility for special education determined within 60 days.

Reporting Year	2010-11	2011-12	2012-13	2013-14	2014-15
Number evaluated	3,429	5,731	7,024	7,605	6,745
Number within acceptable timelines	3,352	5,608	6,843	7,527	6,608
Percent within acceptable timelines	97.75%	97.85%	97.42%	98.97%	97.97%

Note: Data collected from districts in year prior to monitoring review

Parent Survey Data (SPP 8)

Parents are surveyed about their level of involvement with their children's education. The following table indicates the percent of parents with a child receiving special education services who reported that schools encouraged parent involvement as a means of improving services and results for children with disabilities.

Reporting Year	2010-11	2011-12	2012-13	2013-14	2014-15
Total Responses	7,934	3,219	4,495	4,540	4,865
Number Agree/Strongly Agree	5,664	2,503	3,486	3,383	3,579
% Agree/Strongly Agree	71.39%	77.76%	77.55%	74.52%	73.57%

Source: MSIP Parent Advance Questionnaire (through 2010-11) and/or Special Education Parent Survey

Note: Data collected from districts in year prior to monitoring review

Suspension/Expulsion Data (SPP 4A / 4B)

School Year 2014-15	State				
	Students IEP		Students NonIEP		Ratio of IEP : NonIEP rate
	Number	Rate per 100 students	Number	Rate per 100 students	
Student Counts					
OSS - All	11,690	9.4	35,723	4.5	2.08
OSS > 10 Days	2,062	1.7	5,616	0.7	2.34
ISS - All	16,645	13.4	66,113	8.3	1.60
ISS > 10 Days	1,726	1.4	4,977	0.6	2.21
Total OSS and ISS	28,335	22.7	101,836	12.8	1.77
Incident Counts					
OSS - All	23,294	18.7	60,173	7.6	2.47
OSS > 10 Days	2,159	1.7	5,945	0.7	2.31
American Indian	10	1.6	Note: the ratios for the racial/ ethnic groups use the Non-Disabled OSS>10 days for all races as the comparison group		2.15
Asian	3	0.2			0.30
Black	1,086	4.8			6.40
Hispanic	58	1.0			1.33
Multi Racial	78	2.3			3.02
Pacific Islander	0	0.0			0.00
White	924	1.0			1.36
ISS - All	42,613	34.2	149,677	18.9	1.81
ISS > 10 Days	1,756	1.4	5,071	0.6	2.21
Total OSS and ISS	65,907	52.9	209,850	26.4	2.00

Source: District reported data via June MOSIS Discipline and MOSIS Student Core

is the number of students or incidents reported; rate is the rate per 100 students based on total enrollment and 5k-21 child count excluding PPPS

ISS All = Any incident resulting in an in-school suspension

ISS > 10 days = Any incident resulting in an in-school suspension for more than 10 consecutive or cumulative days

OSS All = Any incident resulting in an out of school suspension

OSS >10 days = Any incident resulting in an out of school suspension for more than 10 consecutive or cumulative days

OSS includes out of school suspensions, expulsions or unilateral removals

Secondary Transition Data

Graduation / Dropout Data for Students with Disabilities (SPP 1, 2)

The following tables indicate the numbers and percents of students with disabilities who graduate or drop out from school

Graduation data (SPP 1)	2012-13	2013-14	2014-15
Number of students with disabilities who graduated	6,702	6,585	6,487

Graduation Cohort data/rates	4yr Rate	5yr Rate	6yr Rate	7yr Rate
2015 Cohort	2015	2016	2017	2018
Total Cohort Graduates	5,785			
Total Cohort	7,548			
Graduation Rate	76.64%	NA	NA	NA
2014 Cohort	2014	2015	2016	2017
Total Cohort Graduates	5,832	6,236		
Total Cohort	7,758	7,677		
Graduation Rate	75.17%	81.23%	NA	NA
2013 Cohort	2013	2014	2015	2016
Total Cohort Graduates	5,883	6,277	6,430	
Total Cohort	7,982	7,898	7,849	
Graduation Rate	73.70%	79.48%	81.92%	NA
2012 Cohort	2012	2013	2014	2015
Total Cohort Graduates	5,902	6,371	6,550	6,697
Total Cohort	8,406	8,266	8,190	8,164
Graduation Rate	70.21%	77.07%	79.98%	82.03%

Graduation rate = Number of IEP graduates in cohort / Total number of IEP students in cohort x 100

** Not available

Dropout data - grades 9-12 only (SPP 2)	2012-13	2013-14	2014-15
Total number of students with disabilities grades 9-12	38,991	38,565	38,078
Number of students with disabilities who dropped out 9-12	1,006	896	1,032
Dropout rate for students with disabilities grades 9-12	2.58%	2.32%	2.71%

Dropout rate = Number of IEP dropouts in Gr 9-12 / Total number of IEP students in Gr 9-12

Source: District reported data via MOSIS Student Core / Enrollment and Attendance

Secondary Transition Plans (SPP 13)

IEPs must include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet their post-secondary goals. The following data show the percent of youth age 16 and above with a transition plan that meets these requirements as determined by file review of a sample of IEPs

Reporting Year	2010-11	2011-12	2012-13	2013-14	2014-15
Total Reviewed	569	793	850	800	709
Number Met	455	653	744	709	628
Percent Met	79.96%	82.35%	87.53%	88.63%	88.58%

Note: Data collected from districts in year prior to monitoring review

Secondary Transition Data

Follow-up on Previous Year's Graduates and Dropouts (IEP) (SPP 14)

Districts are required to follow-up with all graduates and dropouts in the year after leaving high school. The following table indicates the district-reported data.

<i>Follow-up reported during the 2014-15 School Year</i>		Graduates		Dropouts		Total	
		#	%	#	%	#	%
(1) 2-year College	<i>completed at least one term</i>	1,603	24.6%	6	0.7%	1,609	21.9%
(2) 4-year College		667	10.2%	5	0.6%	672	9.1%
(3) Non-College		258	4.0%	3	0.4%	261	3.6%
(4) Employed (Competitively)	<i>at least 20 hrs per week for 90 days</i>	1,879	28.9%	82	9.8%	1,961	26.7%
(5) Employed (Not Competitively)		124	1.9%	4	0.5%	128	1.7%
(6) Military		131	2.0%	1	0.1%	132	1.8%
(7) Other		830	12.7%	156	18.5%	986	13.4%
(8) Continuing Ed - did not complete 1 term		228	3.5%	3	0.4%	231	3.1%
(9) Employed - less 20 hrs/week or 90 days		396	6.1%	36	4.3%	432	5.9%
(10) Unknown		395	6.1%	545	64.8%	940	12.8%
(11) <i>Not Available</i>		68		24		92	
Total (excludes Not Available)		6,511	100.0%	841	100.0%	7,352	100.0%
A. Enrolled in higher education*		2,270	34.9%	11	1.3%	2,281	31.0%
B. Enrolled in higher education or competitively employed*		4,280	65.7%	94	11.2%	4,374	59.5%
C. Total Employed / continuing Education*		4,662	71.6%	101	12.0%	4,763	64.8%

*Summary Calculations

Source: District reported data via MOSIS February Follow-up

A. Enrolled in higher education for at least one complete term [(1) + (2)]

B. Enrolled in higher education for at least one complete term or competitively employed for 20 hours a week for at least 90 days [(1) + (2) + (4) + (6)]

C. Enrolled in higher education or other postsecondary education or training program for at least one complete term or competitively employed or in some